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need not dictate in unessential matters. My students christened their club "Over the Top"—rather a thread-worn phrase of late. But there are worse sins than the platitude. I am proud enough of a spoon that I now possess with these same words engraved upon it.

KINSLEY, KAN.

MIRIAM SMYTH

THE EXAMINER'S CATECHISM

E. STANDARDS AND OBJECTIVES

Can examinations be prepared intelligently without a previous determination of definite objectives in terms of skill, knowledge, appreciation, conduct, power, and social and mental poise?

Composition

What specific objectives should be used as the basis of power tests in composition?

What is a typical power test in composition?

What are several subtypes of the power test in composition?

What other types of test are desirable in examinations upon composition?

To what extent should examinations in composition be concerned with matters of theory and technique?

What specific values should be expected from examinations as tests of power in composition?

To what extent should examinations in composition be memory tests with reference to theoretical or grammatical principles?

What specific values attach to examinations in composition that could not be obtained more economically otherwise?

What specific values are there in examinations as exercises in writing?

Is an essay written in class a sufficient test in composition? Is it a fair test? What principle should apply in selecting the topic to be treated in such a test?

Should specific composition tests be devised to measure the power to think?

What standards should govern the reader in grading examination papers with reference to form essentials in composition?

What standards should govern the reader in grading examination papers with reference to essentials of effectiveness in composition?

Grammar

To what extent should examinations in grammar call for application of grammatical knowledge?

In preparing examinations, what distinctions should be made in grammar tests with reference to the ability to think reflectively about constructions and forms, and the ability to use correct forms with automatic accuracy?

Should the speed element enter into the test of ability to use grammatical forms?

Spelling

Should there be a forbidden list of misspelled words for each examination?

What standards shall govern in determining the degree of offensiveness in particular cases of misspelling?

Would it be practicable to make lists indicating the degree of offensiveness in words misspelled in typical contexts arranged with reference to social relations or values?

Literature

With what degree of definiteness can examinable objectives be defined in literary appreciation?

What abilities should examinations in literature test and under what conditions?

In what ways may examinations serve to test the student's understanding and appreciation of what he has read? Give examples of questions that would test in this respect.

What specific values should be expected from examinations as tests of appreciation in literature?

What are the elements of a typical test of appreciation in literature?

What are some of the most important subtypes of tests of appreciation in literature?

What specific values should be expected from examinations as tests of information in literature?

What importance should be attached to information tests in literature?

What is a typical test of information in literature? What are several subtypes of tests of information in literature?

To what extent should examinations in literature be prepared to call out the student's resources of comparison and co-ordination?

What use should be made of silent-reading tests in examinations on English?

F. READING AND RATING

What discounts should be made in grading in recognition of the fact that examinations are crude instruments as educational tests?

What should be done to standardize the symbols employed by teachers in rating examination papers?

To what extent should the student's understanding of these symbols be made identical with the teacher's?

C. C. CERTAIN

CASS TECHNICAL HIGH SCHOOL

DETROIT, MICH.

MOONLIGHT

The sun has set. The rosy afterglow
That lingered in yon somber western sky
Has slowly disappeared; and in its place
The star that ushers in the evening hour
Is visible. A few white, fleecy clouds
Float in the purple zenith, and o'er all
The moon sheds out her shining silver rays,
Making the earth a fairy land of dreams.

The lake reflects the glory of the sky
As reverent souls mirror the light of heaven;
And on its farthest shore the golden sands
Merge into woodlands, dark and calm and still,
As though tall giants, guarding castle gates
Wherein lie treasures—vast and rich and rare;
The treasures of the woods are numberless—
Rich-plumaged, singing birds, and butterflies,
Sweet wild flowers and the restless, babbling brooks.

Calm is the lake, and silence broods o'er all;
Not e'en the faintest sound of rustling leaves
Disturbs the silence of those mighty trees.
Even the merry brook softens his voice
As one who whispers tender secrets
To a leaning, listening ear.

The soul drinks deep
The mystic loveliness, and Memory,
In the aftertimes of struggle and turmoil,
Soothes the tired spirit with sweet, cooling draughts.

FLORENCE A. MESSICK

NANTICOKE, MD.